

VOCATIONAL TRAINING IN JORDAN

Report Prepared For
The U.S. Agency For International Development
by
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I. Purpose:

The purpose of the Vocational Training specialist's assignment in Jordan was to : (1) discuss a wide variety of vocational concepts with Jordanian training specialists representing the Ministry of Education, Ministry of Labor, Vocational Training Corporation, Royal Scientific Society, and the private sector; (2) describe objectives and methods of several possible training concepts appropriate for Jordan to USAID/J staff, including the duration and complexity of various alternatives at minimum and optimum levels of cost and staffing requirements, the role of the significant participants in Jordan's on going and planned program of vocational training, and probable beneficiaries; (3) explore methods for encouraging greater participation of women in the Labor Force with USAID/J and Jordanian Training specialists in the public and private sector; (4) formulate a report on the activities described in

(1), (2), and (3) which will serve as a summary of these discussions, describe alternative techniques and strategies in Vocational Training which appear to be most suitable to Jordan's development, and act as a guide and resource in the development of a vocational training project.

II. General Background:

The Hashemite Kingdom of Jordan is one of the very few developing countries which is experiencing a labor shortage. Because of the demand for Jordanian workers in neighboring countries along with a recent domestic economic boom, there are critical manpower shortages in most technical and skilled occupations.

During the last decade, Jordan witnessed a significant expansion in the field of education which led to: (1) high enrollment ratios, and (2) uncontrolled growth of academic secondary education. However, this growth rate was achieved at the expense of vocational education.

Despite the efforts made by the Ministry of Education recently to place a new emphasis on vocational education to offset this inequity, a severe shortage still exists in industry and agriculture. At present Jordan is forced to rely mainly on imported foreign labor from neighboring

2

tailor and direct programs: (1) to the economic needs of specific industries and job fields, (2) to the economic and social needs of all levels of workers, and (3) to experiment with a variety of methods and processes to provide assistance in training and related needs, quickly, flexibly, and more efficiently than is now the case with most of the vocational training underway in Jordan.

For further information on the current and planned development of the VTC please see Annex A , which includes (1) a translation of the Jordanian law which established and controls it, an indicator of political support; (2) the current and projected budget, an indicator of financial support; (3) current staffing requirements and capabilities, an indicator of professional support; (4) a list of public and private sector organizations with whom the VTC has signed contracts for training; (5) a list of the current and projected job functions and skills, including numbers of trainees in each, which it is undertaking; (6) a list of the training centers by geographical location in which it is operating; (7) a list of the resources it has prepared to develop and implement a modern and responsive training system, including job classification and job analysis data and

3

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instructional materials to date, in progress or projected; (8) the VTC's Five Year Plan; (9) the draft description of the proposed project including costs: Trade Training Centre - Amman; (10) a list of the VTC contractors and cooperating institutions in the public and private sector visited during this assignment by the Vocational Training specialist. Please refer to the Report prepared for AID on Vocational Education and Training in Jordan by Paula S. Harrell, consultant to AID, December 1978, for additional information on the role of the VTC, for an excellent description and analysis of the problem of labor shortages in Jordan, the Government of Jordan's (GOJ) response to solving the problem through formal and non-formal Vocational Training programs, and a summation of other Donor Assistance in this area.

Note: The recent manpower planning survey undertaken by the VTC with the cooperation of the Ministry of Industry and Commerce is completed in draft and will be available for distribution to USAID/J in May of 1979.

III. Specific Background:

Summary of Data Collected in the Field

The following comments are the result of discussions and site visits made by the Vocational Training specialist with VTC representatives or USAID/J staff during the

11

assignment in Jordan. Please see Annex B for a complete list of names, titles, organizations, locations and dates.

The material collected has been summarized for this report. Further information can be provided, if requested.

National Planning Council

The highest priority, and most serious shortage in trained manpower in Jordan at present, relates to the construction industry. Neighboring gulf states have the same problem, and the same priority. The problem has been exacerbated by inflation, since the cost of land per square meter as well as materials has risen sharply. Semi-skilled and skilled workers are needed urgently to build factories, schools, hospitals and housing projects. Vocational training must be accelerated to meet both local and regional needs. Jordanians are coming home now from their work abroad, and need jobs. At the same time, the labor productivity in Jordan is going down because of its dependence on foreign workers, who are not skilled, and have a lack of commitment to GOJ national planning goals.

In order to meet the training goals there is an immediate need for new training centers, equipment, and more knowledge and information on appropriate training systems in

the U.S. and relevant developing countries, including Latin America.

It was pointed out that academic education has gone through a period of uncontrolled growth, due to social pressure. Now vocational training must catch up with the national needs of the country. Other related training problems are the lack of job classification and job analysis data; and lack of trained instructors. There is also a need to set up appropriate wage scales compatible with the skills involved. Although manpower analysis data is not readily available, some efforts are being made through the Chamber of Commerce and the VTC. Despite the fact that this data is not adequate to project the needs of new industries and business, it is felt that vocational training must move ahead to prepare for future growth and to meet critical demands from on-going industry. Some of the leading industrial activities in Jordan are: phosphate, potash, cement, petroleum refining, textiles, food processing, cigarettes, wet batteries, leather products, apparel and paper board.

The VTC is expected to play a crucial role in providing training relevant to the needs of these industries. Up until now, the opportunities have been very limited for adult workers who must have up grading or retraining related to employment. The VTC's role will be to adjust and

6

adapt curriculum and methods to the changing functional content and techniques appropriate for occupations in Jordan. Their efforts in providing basic education, including functional literacy for school-leavers, are also considered critical.

When the VTC training system is fully activated, there may be opportunities for workers from other neighboring countries to be trained under contract in Jordan under regional development agreements. However, the first priority of the VTC will be to meet Jordan's pressing vocational training needs.

On the subject of the participation of women, the NPC believes that women can enter almost all areas of the vocational trades, with the exception of a few. Both men and women should be developed to meet the national goals. It was suggested by the NPC that a copy of the federal EEO regulations used in hiring and promotion in industry in the U.S. be given to the Minister of Labor by USAID for study and consideration. It is also understood that traditions concerning appropriate work for women in Jordan will be slow to change.

Department of Women's Affairs, Ministry of Labor

The Department of Women's Affairs is in the process of planning several new projects in order to include more

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women in the Labor Force in Jordan. They include the following:

1. A project in Hey Nazzal, a poor urban area of Amman, where there will be a bakery connected with an educational center for women workers.
2. A project in which mothers of school children will sew uniforms in order to save money on the purchase of imported materials in Amman.
3. A project in Souf, near Jerash, where a kindergarten has been started and connected with a center in which mothers of the school childrens will sew and upholster chairs. The products will be marketed through a co-op, which is being assisted by UNICEF.
4. A project to conduct a survey concerning the potential for women workers, particularly in crafts, in the Jordan Valley.

At present, there are eight women on the Women's Affairs staff. The Director of Planning said the future for development in this area depends a great deal on the directions taken by the new labor laws, to be issued later this year. She said some steps toward reform have been taken, but they are more the exception than the rule. For example, business firms employing thirty women or more must provide a child care center if requested to do so

8

Family planning education and support is not within the area of responsibility of the Womens Affairs Department. It is however being promoted by the private sector and the Ministry of Health to some extent.

In the future, the Department of Womens Affairs plans to inspect factories to insure proper working conditions for women, and also to launch "mobilization" campaigns to attract more women through radio and TV to business and industry. In response to a question on the most promising area in industry for introducing women to the work force, the Director of Planning replied "Sewing".

She supports the plan to build a community Junior College for Girls in Jordan to be sponsored by the Y.W.M.A. for the purpose of concentrating on career education. However, she said it was "far from starting."

National Consultative Council Member - Mrs. In'am Mufti

Mrs. Mufti, a leading proponent of women in the work force, said it was essential to develop a national policy on the rights and responsibilities of women as well as the machinery to make it work.

The first priority is to get relevant organizations involved to carry out women's programs. What has been lacking is a body to coordinate all the women's programs, a Steering Commission assisted by a Secretariate with

specialized committee such as:
Research; Programming; Training and Services; Employment;
Investment. Mrs. Mufti will head this commission, and
will focus on creating jobs and services for working women.
She asked for U.S. assistance in developing the Y.W.M.A.
community Junior College for Girls in the South of Jordan,
and also provided her most recent policy paper for
further consideration. She explained further that although
Germany, in principle, has agreed to fund the YWMA college
in Amman, the approval process may take a minimum of five
years, whereas the plan had been to break ground in
October. She said it was important to send selected
Jordanian women to the U.S. to learn more about techniques
in preparing and organizing women to enter industry. She
requested any materials Chrysler can make available
concerning: (1) career education exploration for high
school students; (2) goal directed group counseling;
personal motivation and career development for industry.

Ministry of Public Works

The Ministry of Public Works is cooperating effectively
with the VTC. It also has excellent resources of its
own invested in training, and receives contracts to
train mechanics from other ministries.

Entry-level auto mechanics are trained in fitting, welding

and mechanical functions for six months, and then divided into groups for on-the-job training in repairing light and heavy duty vehicles in a variety of "Work shop" or small garages on the premises, under the supervision of master mechanics and training personnel. Altogether the program takes 2 years, and includes the 1st stage which is basic training, the 2nd stage which is specialized training and the 3rd stage which is a combination of theory and on-the-job experience and supervision. The program includes but is not restricted to the following areas:

(1) tools; (2) application of mechanical concepts; (3) cooling systems; (4) fuel systems; parts, pumps and pipes; (5) carburetor and pumps for diesel; (6) brake systems; (7) steering systems; (8) electrical systems; (9) drive train; (10) engine performance; (11) painting and body repair.

Trainees must have a certificate from preparatory school (9 years of compulsory education) to enter this program.

They are selected through an interview process rather than a battery of tests. During the most recent opening for applications, 300 persons applied and 31 were accepted.

The manpower needs in this area are expanding rapidly, but the number required is a matter of estimation.

Asked what the problems were regarding the current status of Vocational Training and particularly those the VTC could

handle, the manager said that new trainees need more job counseling in order to adapt to their new careers and place of employment. He mentioned that they had considerable difficulty in adapting to the work schedule (7:00 A.M. - 3:30 P.M.). He said that there was a need to adapt the curriculum and methods of the Ministry of Education's vocational training program to the practical aspects of the working environment and demands of business and industry. He also said that in the past there had been a rapid turnover of employees seeking higher wages in other Arab countries as soon as they were trained. He explained that the new 2-year contract trainees must sign with the Ministry of Public works was helping to lessen this problem. However, he felt that the VTC program would be helpful in stabilizing the situation through a new system of competency - based training, certification of skills, and wage scales.

The Ministry of Public Works is hiring all of the best graduates it can attract from its new apprenticeship program. The consultant spoke with them as well as their supervisors in the workshops. Their training was considered highly "relevant," enabling them to reach production standards in less time and with fewer problems than in the traditional system.

12

Petroleum Refinery

The refinery has a long tradition in training, having started their first apprenticeship program 17 years ago. Approximately 3 years ago, they began facing a high turn-over rate which led them into intensive training and to exploring less expensive and less time consuming training methods. They are cooperating with the VTC in developing competency - based, "modular" or skill-specific programs suited to their needs.

Their first programs were in safety, mechanical and electrical repair. Now they are concentrating on supervisory training and management . They use the committee approach to developing new programs, as does the VTC, including engineers, operators, and training officers. Following a few weeks of induction training in the classroom, the trainee is sent to on-the-job training where his progress is assessed in monthly reports. It was pointed out that the VTC has an objective appraisal report to record the progress of each trainee toward skill mastery and capacity for independent performance of tasks.

The refinery has extensive audio-visual equipment, and is committed to using graphics and other low-cost media in making training more effective. The VTC shares the same concept, but has no audio-visual equipment of its own as yet.

Whether women will have many opportunities for technical jobs in the future at the refinery is uncertain. At present, the manager said there is one woman engineer.

Sweila Industrial Training School for Boys

The school provides three types of programs: a three-year secondary school course; a two-year vocational training center program; and a two-year apprenticeship program which is carried out in various locations where on-the-job training is provided.

Experts at the school are cooperating with the VTC in preparing new modular programs.

The principal said that the school is intensifying its efforts to train because of the need for skilled Jordanian workers to remain in Jordan. He said he wants a contract that will hold them here for 4 years after graduation.

Asked why the Jordanian craftsman is preferred over cheaper, foreign labor, he gave three reasons: (1) education and training is better planned and implemented in Jordan;

(2) Jordan is spending more money on it, and merits a return on this investment, (3) the work ethic is stonger; (4) foreign workers are numerous, but of low quality.

He lamented the fact that modular training is not yet prepared in Jordan - that it is in the initial phase, and will take a long time to complete before it can be fully useful.

He added that Jordan has many engineers but too few technicians. Asked whether women would or could be admitted to his school, he said it all depends upon the laws that govern his type of school; the law must be changed to allow the entrance of women. Asked what trades he felt were suitable for women, he replied "teaching."

Ministry of Telecommunications

The Minister said he is not satisfied with the training in his center. He does have high quality buildings, equipment and support facilities, but not the modern, on-the-job training he wants.

Previously, he had been Dean of the College of Education at the University of Jordan, before coming to the Ministry 6 months ago.

He said his immediate goals were to (1) increase the efficiency of the Telecommunication Training Center and

(2) develop an efficient training center for postal training to open next month, (3) start a research center in Jordan to explore better approaches to training and the support needed. Dr. Tel is a member of the highest level Advisory Board on Education in Jordan. His views are widely respected in the field of education and training.

Asked to describe what he considered the critical issues in the field, he said it was the decision to enforce a competency - based training system, one which would give certification to a person who had reached a specific level, at agreed upon standards, whether or not the trainee had graduated from a trade school. He said he had advised Dr. Masri and the VTC to take this direction, one in which a certificate of competency, of performance, would be considered the same as graduating from a Ministry of Education trade school. He said that by this approach, Jordan would: (1) protect the consumer; (2) protect the workman in terms of standards of performance and equal pay for equal work.

He also pointed out that competency - based examination would (1) save the student from taking courses that are not needed and; (2) save money/time for institutions, business and industry.

110

In visiting the training center, the consultant found excellent training resources, including the programmed instruction approach to training. The main problem appeared to be a lack of students using the facilities. When asked if women would be admitted, the Director said this would take a change in the law and policy.

Summary of Critical Issues

Comments from other training organizations, the University and employers concerning critical issues in vocational training and its support structure may be summarized in the following points. These are issues which the VTC must deal with, and which technical assistance may help to over-come in the future. They are: (1) the need for supervisory training at the technical level, and the need for management education at the university level; (2) the need to use equipment in training centers that is compatible with the equipment used by the future employer; the need to use instructors in training centers who have worked as foreman on the line in industry in order to teach to the standard rate and quality of production; (3) the need to train the training officer as a manager, an organizer of time, personnel and materials rather than to rely mostly on his talents as a skilled craftsman, since the foreman on the line has little time to "organize" the trainees; (4) the need for the training officer to communicate effectively with the employer and the trainees giving them necessary information at the right time and thus avoiding work stoppages or potential strikes due to misunderstanding; (5) the need to have clearly written

contracts specifying the rights and responsibilities of the trainee and the employer; (6) the need to select trainees for upgrading courses by assessment tools which will diagnose strengths and weaknesses, entry-level skills, in order to design training programs which will give more individualized attention to the needs of the employee and save time and money; (7) the need to develop an even more flexible system which will not put groups of trainees through on-the-job training at a "lock-step" pace; (8) the need to tailor the VTC system more closely to the industrial environment, since some employers as yet do not feel there is a substantial enough difference between the traditional system and the new; (9) the need to mobilize opinion first before expecting to make extensive headway in introducing women into industry, given the prevailing male attitude in Jordan that "this is not an appropriate place for women to work"; (10) the need to be aware that the authority and decision-making process in Jordan does not lend itself easily to the idea of trainees moving ahead "on their own" in a fully self-paced program (11) the need to set standards based on competency, and to follow-up trainees to ensure that they are eligible for promotion and wage increases based on better performance - or to revise the training program accordingly if the standards

are not reached as projected;

Note: written or audio-visual modular training materials were not in evidence at the sites visited; although several employers said they were anxiously awaiting these programs, the instructors/foreman appeared to be doing very well without them since equipment for on-the-job training was available, and the skill and commitment of the training staff appeared to be excellent.

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IV. The Problem:

To summarize, Jordan has a low labor force participation rate: (1) a high proportion of the population is in school; (2) the population of the East Bank is very young; (3) the female participation rate is low. The current manpower problems are the result of: (1) shortages of specific skills, (2) external migration of Jordanian workers to higher paying jobs in neighbouring countries; (3) competition from lower skilled but lower paid foreign workers, (4) lack of coordination between school and plant training.

A relatively small domestic market, limited natural resources and unreliable access to export markets have also been major problems in the development of Jordanian industry as well as agriculture.

Economic activity accelerated sharply in the mid 70s due to a record agricultural output, a doubling of export proceeds, increased investment by neighboring Arab countries and remittances from Jordanians working abroad, a revival of tourism, and a rapid rise in government expenditures; nonetheless, other problems related to manpower have emerged or increased. These problems are inflation, the pressure of social

demand for an over-expansion of academically-oriented general secondary and university education, and a serious gap between the standard of living between the very poor and the very rich classes of society.

V. Goals and Objectives of the Program Solution to be Selected:

There are two potential phases:

Phase I - The Goal of the initial 2-4 year capital and technical assistance project would be to measurably reduce the gap between demand and supply for qualified workers at the entry-level, semi-skilled, and skilled level in selected job functions in business and industry, directly related to the national planning policies and manpower development needs of Jordan. The primary terminal objective would be to develop a cost effective, competency-based, "modular" or skill-specific training system linked directly to employment to meet the above goal.

Phase II - The goals of a long-range, 5-10 year project would be to (a) increase the wages of the worker and his share in the benefits of production, (b) increase performance and productivity per worker; (c) increase the return on investment.

The primary terminal objective would be to develop a targeted, problem-specific, and systems oriented industrial/urban development sector approach to provide the necessary infrastructure, the human and material resources, to

93

- 24 -

BEST AVAILABLE DOCUMENT

maximize the return on investment in phase I and provide
to
the necessary system components/meet the above goal.

VI. Alternative Solutions

Based on available reports, discussions with USAID/J staff and GOJ representatives, site visits where observation of actual training and working conditions was freely offered, and interviews with experts in the public and private sector, including employers, training officers, vocational education instructors, plant and shop foreman and trainees during the past two weeks, the following solutions are relevant for consideration: (1) provide no U.S. assistance to vocational training in Jordan; (2) provide U.S. assistance through a 2-4 year terminal project to build and equip the proposed VTC Training Center in Amman, including supportive assistance in the development of an appropriate training system through workshops and follow-up activities to be held in Jordan and short-term training/observation visits to neighboring Arab countries and the U.S.; (3) provide alternative #2 with the option to expand it to a long-range Phase II 5-10 year project, if the prescribed indicators for success exist, through an industrial/urban development sector approach which would include the infrastructure, human and material resources, to make a greater impact on raising the standard

of living, including wages, of workers, increasing productivity, and achieving a larger return on investment.

The following is a brief summary of the pros and cons of each of the solutions, as discussed with USAID/J.

Alternative # I. U.S. assistance might be withheld for the VTC on the basis of already existing Jordanian (Ministry of Education) and other donor assistance. However, recent information demonstrates that the Ministry of Education cannot provide the flexibility and responsiveness to the practical needs demanded by business and industry in the same way that the VTC is mandated and organized to do. Other interviews with the GOJ indicated that the Soviet Union does not plan to finance a VTC training center in the South for at least 5 years, and even this start-up date is not certain. The European Economic Council is willing to provide equipment only, and not a building for the project. Meanwhile, the Ministry of Education is pressed for space, and is rapidly withdrawing the training facilities it now shares with the VTC. If the VTC is to launch its distinctive training system, with adequate control over the inputs, process, and outputs, it needs at a minimum a center of its own as soon as possible. Whereas it is training 200 - 300 trainees at present, it is expected to turn out 2,000 - 3,000 per year within the next three years.

21

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Alternative II. U.S. assistance might be withheld because it is perceived to be a terminal vocational education project, with limited opportunities to have an impact on masses of people or institutions. However, although this program is focused primarily on vocational training to overcome severe problems in the supply of skilled Jordanian labor, these problems are considered to be of great significance to national planning by the GOJ. It is also realistic to expect that even in the short-run, job performance will be improved, productivity be increased along with the wages of workers. The VTC is an excellent organization to work with, staffed with a competent and highly respected General Director, and professional and committed staff. The systems approach to training advocated by the VTC is similar to the system used by appropriate industries now capitalizing on the cost/benefits of the modular training system in the U.S. and some neighboring countries. The VTC is open to the concept of becoming a regional training center for neighboring Arab countries after one year of developing and testing the new system. Employers are anxious to hire VTC graduates.

Alternative III. U.S. assistance might be withheld because this project is costly, complex, and in some aspects innovative, since it will be grounded in the systems approach to sector development.

20

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It should be seriously considered however, because it will provide the necessary planning, managerial, financial, and technical resources to achieve the largest return on investment. It does have the added benefit of making more certain the increase of wages and the share in the benefits of production for the worker.

My recommendation is to select a combination of # 2 and # 3.

V. Recommendations for Technical Assistance

Capital Assistance would include funding for the building and workshop equipment for basic training proposed for the Amman Training Center, depending on expert approval of the design and costs. Auxiliary equipment could be added on an incremental basis, with conditions set for the training system build-up period.

Technical assistance would include a 30 - working day seminar/workshop for VTC, Ministry of Education and Industrial Training, and follow-up activities, /concentrating on the terms of reference of Alan Broehls' paper (attached) with the exception of a new focus on: (1) Manpower Analysis which would be geared toward the needs of the consumer of manpower data, and (2) Evaluation which would be geared not only to follow-up of a core of trainees but particularly to validation of the training system itself i.e. accountability in solving the problem it was designed to solve such as saving time/money, reducing wasted effort,

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materials, scrap etc., (3) Management of the training system would receive primary attention during the 2nd two weeks, and also include motivational and job counseling primarily for VTC participants. The workshop would be organized on a team-teaching basis, with VTC personnel working together with U.S. experts in the systems approach to industrial training and motivation.

This workshop to be held in June, July or August of 1979, would require at minimum 6 man months, and at maximum 12 man months. An education specialist should be added to USAID staff to coordinate and supervise this effort. A second element of technical assistance would consist of short-term technical training (observation of training sites) in the U.S., and neighbouring Arab Countries, such as Saudi Arabia for modular training in selected technical trades now being developed under a U.S. Labor Department Contract, and Morocco for a vocational training program for women, under AID. A description of these programs will be sent to USAID/J for consideration. The U.S. portion of the training should consist of approximately 10 working days and include visits to business, industry, and vocational training programs where the systems or modular approach is being used, since this approach has been mandated by the Ministry of Education of Jordan. Significant time should be allotted to study manpower analysis and job organization techniques. The program should be planned for a minimum of three persons at the VTC, at different periods beginning in September 1979, in order to have a reasonable nucleus of people who have similar experience

21

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and can work as a team upon return to Jordan. This may cost between \$30,000 - \$40,000.

Regarding alternative # 3, the recommendations are speculative, due to constraints of time and lack of inter-disciplinary expertise during this assignment.

However, the following inputs on the program side are offered for USAID/J consideration.. Leadership and direction would reside in the VTC. An industrial research institution would be established to carry out experiments in the following areas in order to make the desired inputs available for the worker optimization process: (1) manpower analysis development; (2) technology/process; (3) new products; (4) finance/management; (5) marketing; (6) labor information data bank; (7) female participation, Industrial Extension loans would be made more accessible to new industries and small business and credit unions would be set up for the worker.

Special consideration and resources would be directed to all related aspects that impinge upon the optimization of the worker. For example; (1) tradition; (2) risk (foreign competition, job opportunity costs while training; (3) expanded and new markets; (4) personal needs; (5) wages (labor laws); (6) working conditions and quality of life.

The core of the program would be the provision of (1) increased technical knowledge and skill for the worker; (2) sufficient capital available to expand business and industry, (3) a more efficient production process.

20

The benefits would accrue to the worker optimization process, and to the target of this project - the worker in the lower class.

Translated from Arabic

Provisional Law No. 35 for the Year 1976

Vocational Training Organisation Law

Article 1. This Law shall be called "Vocational Training Organisation Law for the year 1976" and becomes enacted with, since its publication in the Official Gazette.

Article 2. The words and expressions in this Law shall have the definitions shown below unless otherwise specified:

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| Minister | = Minister of Labour |
| Organisation | = Vocational Training Organisation |
| Board | = Board of Directors of the Vocational Training Organisation established in compliance with the provisions of this Law |
| Director-General | = Director-General of the Vocational Training Organisation |
| Training Standards | = The technical specifications that should be possessed by any trade with the aim of specifying the standard of training in that trade. This includes curricula, training plans and trade tests. |

Article 3. (a) An Organisation known as "Vocational Training Organisation" shall be established in the Kingdom and shall be attached to the Minister, having a nominal administrative and financial autonomy within the provisions of this Law and any other regulations set up therefrom. Also it can sue and be sued and can delegate to the District Attorney all its judiciary matters or to any other person for this purpose, also it shall have its own independent budget.

(b) The Organisation head office shall be in the city of Amman, but may open branches in any other place in the Kingdom.

35

Article 4. The Organisation shall avail opportunities in the field of vocational training to prepare and raise the standard of the technical manpower efficiency in the various specialisations according to non-academic vocational training standards, and shall diversify vocational training to comprise:

- (a) apprenticeship where young people are allowed regular and long-term training;
- (b) in-plant training of workers in their institutions to raise their efficiency;
- (c) intensive and accelerated training in various trades.

Article 5. The Organisation shall be run and managed by:

- (a) a board of directors;
- (b) a director-general;
- (c) an executive body.

Article 6. (a) The Board of Directors shall consist of:

The Minister - chairman

The Director-General - vice-chairman

Representative, the Ministry of Labour - member

Representative, the Ministry of Education - member

Representative, the Ministry of Public Works - member

Representative, National Planning Council - member

Representative, Engineers Association - member

Representative, Amman Chamber of Industry - member

Representative, General Federation of Trade
Unions - member

Two representatives recommended by the Minister

- (b) Except the chairman and the director-general, other members shall be appointed by Cabinet sanction and at the Minister's recommendation. The Board's membership shall be two years and is renewable.
- (c) The Board members remuneration shall be determined by the Cabinet and at the recommendation of the Minister.

- (c) study of the vocational training need in the various institutions;
- (d) approval of the main outlines for vocational training standards and measures necessary for the implementation of the functions of the Organisation;
- (e) setting up of the required regulations;
- (f) approval of the annual budget and its submission to the Cabinet for sanction.

- Article 8. (a) The Board shall be convened for meeting by the chairman or the vice-chairman in his absence once at least every three months, or whenever deemed necessary. The quorum consists of the attendance of at least eight members including the chairman or the vice-chairman.
- (b) Decisions shall be taken unanimously or by absolute majority and in case of equal voting the chairman shall have the casting vote.

- Article 9. The chairman shall represent the Organisation in its relationship with others.

- Article 10. The Cabinet, at the recommendation of the Minister, shall appoint the director-general, determine his salary and allowances, provided this appointment is followed by a Royal Decree.

- Article 11. The director-general functions and authorities shall be the following:

- (a) Implementation of the policy adopted by the Board and execution of its decisions.
- (b) Supervision of the Organisation's staff and the management of its executive body.
- (c) Preparation of the annual budget and its submission to the Board.
- (d) Any other authorities delegated to him by the Board or conferred by the regulations issued in compliance with this law.

Article 13. (a) The Cabinet, at the Board's recommendation, may issue necessary regulations to execute the provisions of this Law including regulations relating to financial, supplies, contracting and personnel matters.

(b) Until such regulations, mentioned in para. (a) of this Article, are issued, the Organisation shall abide to the regulations enacted by the government ministries and departments in respect of financial, supplies, contracting and personnel matters.

Article 14. The Audit Bureau shall be in charge of auditing the Organisation accounts, also the Cabinet shall appoint a chartered auditor for this purpose.

Article 15. The Vocational Training By-Law No. 13 for the year 1974 shall be cancelled, as well as any other legislation, to the extent contradicting the stipulations of this Law.

Article 16. The Prime Minister and the Ministers are liable to execute the stipulations of this Law.

3.1.1977

Budget Estimate 1979

Recurring Expenditures

	<u>J.D.</u>
Salaries Employees on contract	58,000
Employees- Daily paid	5,000
	<u>63,000 Total</u>
Travel Allowances	3,000
Lease Office Building	10,000
PT & P, Water , Electricity	,750
Miscellaneous	5,056
Supplies (consumable)	10,000
Furniture	1,000
	<u>29,806 Total</u>
Over & part Time work	40,000
	<u>132,806 Grand total</u>

Capital Expenditures

Construction & Building

Engineering Design & consultation For Training Centers	12,000
first stage Construction & cond for training centers	80,000
	<u>92,000 Total</u>
Machinery & Instruments &	30,000
tools for training	
Vehicle (field Job)	20,000
	<u>33,000 Total</u>
	<u>25,000 Grand total</u>

The VTC requests annually from the Ministry of finance General Budget Dept . Appropriating a Cump sum for the coming year in accordance with its needs as estimated from its work plan .

In addition to Govt . Appropriation , the VTC requests foreign technical assistance through the National planning council mainly for its development projects ; construction & equipments for training centre.

Director General	(1) MSC. Elect. Engineer
Technical Manager	(1) BSC Mechanical Eng.
Chief Training Co-ordinator	(1) Bsc = =
Training officers	(7) Pass different fields
Trainers	(9) High schools certificate & years (technical stream) branch
Vocational counsellor	(1) M.A. Education & counselling
Administrative Financial Direction	(1) M.A. public Administration
Administrative Assistant	(1) B.A. Psychology & sociology .
Accountant	(1) B.S.C. Accounting
Clerk	(3) High school
Typist	(2) High school & Typing Diploma
Messenger	(1) Elementary school
Drivers	(2) Elementary

N.B.

Other positions to be created :

- (1) Training officers
- (2) Trainers
- (1) Clerk
- (2) Telephone Operator & Messenger .

ANNEX A
4,546

Vocational Training Corporation

Serial No	Course Specialisation	Place	No. of trainees	
			1st year class	second year (class)
1	Light vehicle Mechanic	Mechanical department	- 15	13
	Heavy equipment	Ministry of public works	15	12
	Mechanic			
	Electrical :			
27	- substation fitter	Jordan electricity company Amman	-	- 24
	- cable jointer		-	-27
	- Net work(overhead lines)		-	- 20
3	spining and weaving	-Jordan spinning and weaving Co.	27	- 9
	(operating and maintenance)	Industrial developing co.	11	
4	Welding and metal fabrication	-Metal industries Co .	12	-15
		- Ashrafiya TTC/ Amman .	16	
		- 14 welding work shops/Irbid	25	
		- Yaseer factory Amman.	4	
		- Sweileh ind. sec.school.	15	
5	Carpentry and cabinet making .	- Hababe company Amman	6	
		-Ashrafiya TTC/ Amman .	19	14
		- Sweileh ind. Sec school .	15	
6	General Mechanic	petroleum refinery company Zarqa .	17	
7	Electrical :			
	cables jointing and substations installation	Irbid electrical Company	20	
8	plumbing and central heating work	Ashrafiya TTC/ Amman .	28	
9	Dress making (Girls)	CJS/Amman		
		Ahalah CC./Amman	17	
10	Building construction work .	sweileh ind.Sec School	15	

Upgrading Courses Held under the
Supervision of the VTC

No.	Specialization	Place of Course	Duration Hours	No. of Participants	
				1977	1978
1.	Houses Electical Installations	Irbid Industrial Sec. School	150	20	21
2.	Arc Welding	" " "	150	10	9
3.	TV repair and Maintenance	" " "	150	-	11
4.	Automobile Mechanic	" " "	150	15	21
5.	Plumbing Work	" " "	150	24	18
6.	Central Heating Installations	" " "	150	-	14
7.	Houses Electrical Installations	Zarqa Industrial Sec. School	150	25	19
8.	Electrical Appliances Maintenance & repair	" " "	150	-	13
9.	Automobile Mechanic	" " "	150	15	10
10.	Refrigerators Maintenance & repair	" " "	150	13	15
11.	Arc Welding	" " "	150	19	13
12.	Central Cool Stores Operators	Irbid Municipality	150	10	-
13.	Radio Maintenance and repair	Irbid Sec. Industrial School	150	10	-
14.	Instructional Techniques	Petroleum Refinery Com. - Zarqa	60	-	15

15.	Supervision Techniques	Petroleum Refinery Com. - Zarqa	27	-	20
16.	Bosses Main- tenance & repair	Public Transport Corporation	130	-	8
17.	Spining Operators	Spining & Weaving Com. - Zarqa	80	-	23

Occupational analysis for the following:
(prepared)

1. Automotive repairing occupations.
2. Metal work (Joining and fabrication) .
3. Electrical occupations (power) .

Occupational analysis under preparation :

1. Construction & building occupations .
2. Furniture, and woodwork occupations .
3. Air conditioning and refrigeration occupations

MES analysis and curriculum have been prepared for :-

1. Automobile mechanic (light vehicles) .
2. Welding & sheet metal fabrications Arc welding and gas welding .
3. Electrical wiring .
4. Machining .
5. General mechanic .

Modular units and training packages prepared for :

1. Automobile mechanic .
2. Arc welding .
3. Oxy acetylene welding .
4. sheet metal fabrication .
5. Machining : - Turning
 - Milling
 - Grinding
6. Basic training : - Measuring
 - Filing
 - Hand cutting

VOCATIONAL TRAINING CORPORATION
FIVE YEAR PLAN 1978-1982

I Preface

The Five year Development Plan for Jordan (1976-1980) attached special importance to the development of vocational training in the field of Labour and Manpower:

- a) To respond to labour requirements and manpower training at the limited skill level through short term and crash training .The number required is about 25,000 labourers during the period 1976-1980 .
- b) To improve manpower preformance through skill upgrading.

The Vocational Training Corporation was established in 1976 by Law No.35 to contribute towards the fulfillment of the Five year Development Plan in the field of manpower development .A Board of Directors for the Corporation was formed in September 1976, and a full time Director General was appointed in May 1977. The Corporation could thus be considered to have started its functions in the second half of 1977. The budget for the Corporation, according to the Five Year Development plan, was estimated to be 3.8 million Dinars for the period 1976-1980.

The Vocational Training Corporation makes use of the training facilities provided by the various industrial establishments in the form of in-plant training ,The Corporation also makes use, for the time being, of the training facilities provided by vocational schools and trade training centres run by the Mininstry of Education .

Plan Objectives

The objectives of the five year plan of work for the corporation can be classified into two main fields : vocational training and occupational standards .

a) Vocational Training Objectives :

1. Training of manpower up to the level of " skilled labour" through apprenticeship schemes .
2. Upgrading of employed manpower to improve job opportunities ,raise productivity, and enhance quality .
3. Training and skill upgrading of supervisors in industry .
4. Training of manpower to the " limited skill" level through short term and crash training if necessary .

b) Occupational Standards Objectives :

1. to lay down the basis and specifications of skill levels(skill ladder) , according to labour requirements in Jordan .
2. to specify and approve skill performance standards for every skill level .
3. to design performance tests and certification systems for the various skill levels .
4. to develop an integrated system for vocational education and training , both institutional and in-plant, in the field of "training standards" which include acceptance levels, training content, and certification; and in the field of making optimum use of available training facilities.

5. to coöperate and coordinate with other agencies which undertake training activities in Jordan to improve the efficiency and effectiveness of training .
6. to cooperate and coordinate with Arab and International agencies concerned with vocational education and training .

111 Procedures

a) In the field of Vocational Training :

1. Training facilities

The Vocational Training Corporation implements its training activities related to apprenticeship after signing bilateral agreements with the various industrial establishments concerned. The Corporation, on the other hand, makes use of training facilities offered by the Ministry of Education in secondary vocational schools and trade training centres. Only partial use of these educational institutions is possible because many of them already run a two shift system of vocational education.

Consequently, the size of training undertaken by the Corporation will remain limited and below the level aimed at unless training centres are established to serve the needs of the Corporation by supporting its apprenticeship , upgrading and supervisory training .

2. Training Staff

The present technical staff of the Corporation, which include training officers and instructors are in need of development

both quantitatively and qualitatively especially that most of them are new and have little experience in the field of training. The same applies to the staff in industry needed to implement training activities under the Corporation's supersupervision.

3. Training Programs & Curricula

In addition to the training facilities and qualified instructors, the success of training depends also on the availability of training programs and curricula that specify the skills and knowledge, both related and general, to be transferred to the trainees within the modular training system which the Corporation adopted and started to develop.

b. In the field of Occupational Standards :

1. Organisation of skill levels.

This would necessitate a common effort from the various concerned agencies including the Ministry of Labour, the Trade Unions, the Professional Unions, the Employers, and the Vocational Training Corporation which will be responsible for coordination, implementation and follow-up. The aim would be to adopt standard skill levels as a first step for job licencing.

2. Legislation:

Job (trade) organisation which accompanies work on occupational standards requires a legislative umbrella that would define the roles of the various concerned parties, including the employers and the Vocational Training Corporation, technically and financially.

On the other hand, the section dealing with training in the present Labour Law needs amendment.

3. Integrated Approach to Vocational Education and Training:

Despite the differences in the means and methods used in the field of Vocational education and training, the general framework and objectives are the same whether it is implemented in educational institutions or in industrial establishments. This would necessitate an integrated approach in planning, implementation and evaluation by the Ministry of Education, the vocational Training Corporation and other concerned agencies.

V Main Plan of Action

The following main plan of the Corporation is intended to specify the targets for the period 1978-1982, and the various activities that would lead to these targets. From this main plan of action, would emerge detailed plans dealing individually and comprehensively with every major item of the main plan with special reference to procedures, roles and functions.

a. Establishment of Training Centres

The Corporation plans to establish five training centres during the plan period to support its training activities within a flexible system of training according to the following timetable:

Location	Start procedures	Completion
1. Amman Northern Industrial Zone	1978	1981
2. Amman (for girls)	1978	1981
3. Zarka	1979	1982
4. Amman Southern Industrial Zone	1979	1982
5. Irbed	1979	1982

The capital costs of the various main items for every centre are as follows :

Training Centre	Capital Costs in 1000 JD'S			
	Land	Design	Construction	Equipment & Furniture
Amman(North)	90	30	295	264
Amman(Girls)	45	20	160	102
Zarka	48	25	250	200
Amman(South)	90	30	275	240
Irbed	60	25	160	100
TOTAL	330	130	1,160	906
GRAND TOTAL	2,505			

46

b) Vocational Training

The size of training that can be implemented by the Corporation during the five years of the plan, especially during the final two years 1981 & 1982, would critically depend on the possibility of establishing the training centres mentioned in (a) above. The following timetable shows the expected number of trainees during the plan period with and without the training centres.

Type of Training	Number of new Trainees						
	1978	1979	1980	without centres		with centres	
				1981	1982	1981	1982
skilled Labourers	200	250	300	350	400	500	825
Limited skill Labourers	50	100	125	150	200	350	700
Upgrading	200	300	300	300	300	500	750
Supervisors & Technicians	40	75	100	100	100	200	300
TOTAL	490	725	825	900	1000	1550	2575
	2040			1900		4125	

c) Occupational Standards

The general objective in this respect would be to finalise level and training standards, which will be the basis for job organisation in Jordan, before 1982. The following is a timetable showing the relevant implementation stages :-

78

Preparation of working documents about the skill levels inside and outside Jordan .

Preparation of suggested amendment^s on the Labour Law concerning training .

Coordination with the Ministry of Education concerning the general outline of curricula for the " skilled labour" level of training .

79

Adoption of standard "skill levels" after finalisation of relevant studies by a technical committee representing the sectors concerned .

Formation of technical committees to prepare " occupational standards" .

Coordination with the various government agencies that undertake training activities in Jordan with the aim of rationalising systems and levels of training .

80

Preparation and adoption of "Performance Standards" in selected trades .

Coordination with the Ministry of Education and other concerned agencies to organise and adopt a general policy for vocational education and training .

81

Preparation of standard performance tests in the selected trades .

Adoption of the necessary legislation for job organisation and occupational standards .

Preparation of the necessary working documents dealing with the formation of a high level body to supervise the policy of vocational education and training in Jordan .

SEP 8 1978

TERMS OF REFERENCE: DEMONSTRATION/TRAINING WORKSHOP ON
COMPETENCY BASED NON-FORMAL SKILLS TRAINING TECHNIQUES
FOR THE JORDANIAN VOCATIONAL TRAINING CORPORATION

I. Purpose: The purpose of the Demonstration/Training Workshop on Competency Based Non-Formal Skills Training Techniques is to: 1) demonstrate techniques for designing, implementing and evaluating non-formal skills training programs which provide specific target groups with the essential skill training for entering specific jobs; 2) train instructors in the application of such techniques; and 3) demonstrate that women can participate along side men in training programs for non-traditional women's occupations.

II. Background: The Hashemite Kingdom of Jordan has recently created a Vocational Training Corporation. The responsibilities of this Corporation include conducting an industrial apprenticeship program and developing short term vocational training activities, not to exceed one year in duration, for upgrading the skills of existing workers and for training new workers. The Corporation is a semi-autonomous government agency administered by a Board of Directors and by a Director General. It, however, works closely with the Ministry of Labor and the Minister of Labor is, in fact, the Chairman of the Board.

Jordan currently has a highly developed vocational training program within its school system. The Directorate of Vocational Education of the Ministry of Education operates a series of well equipped, efficient secondary and post-secondary vocational schools. In addition, there are trade training centers which accept graduates from the preparatory cycle and provide them with two years of work related training. The

ILO, under a UNDP financed project, has been assisting the Ministry of Education in making its vocational training activities more relevant to the skill requirements of the labor market. The Vocational Training Corporation will not duplicate the above described Ministry of Education vocational training efforts. It will, in fact, complement them by offering training services to both employed and unemployed workers outside the formal education framework.

Jordan is one^{of} those few developing countries which experience a labor shortage. Because of the demand for Jordanian workers in neighboring countries along with a recent domestic economic boom, there are critical manpower shortages in most technical and skilled occupations. Because of these acute shortages together with a more liberal view toward working women than is customary in other Middle Eastern countries, the growth of female participation in the Jordanian labor force has been high. Training for Jordanian women, in fact, has become a most attractive solution to skill shortage problems since they are not so prone to outmigration as are Jordanian men.

III. The Demonstration/Training Workshop: The Vocational Training Corporation will offer the opportunity to introduce more varied and flexible training techniques than are currently being used by the Ministry of Education. Persons of diverse educational and skill backgrounds can be served. Programs can vary in duration, location and complexity based on the target training population and the occupation. Training programs can be designed for specific jobs thus streamlining the curriculum.

51

The Demonstration/Training Workshop proposes to demonstrate varied and flexible training techniques which may be utilized by the Vocational Training Corporation. In the process of demonstrating these techniques, instructors will be trained in their application. Because the workshop involves the actual training of several groups of workers, it will also be possible to demonstrate the training of women in non-traditional women's occupations along side men.

The training techniques to be demonstrated are those that are designed for: a) a training population with widely differing educational and experience backgrounds, b) a specific job or group of jobs for which there is demand in the labor market, c) an application of individually paced learning experiences permitting trainees to learn at their own speed, d) a demonstration of how currently available training software (e.g., occupation specific curricula, visual aides, programmed instruction, proficiency tests) which have been developed in the U.S. can be adapted to the Jordanian situation, and e) a demonstration on how to develop competency based, individualized training materials, especially for those technical or vocational subjects related to indigenous jobs which are required for the solution of economic or social problems unique to Jordan. The workshop training activities will be at the work site or in training center environments which approximate workshop conditions. Demonstrations will endeavor to maintain the training time as short as possible, to keep costs as low as possible and to use existing equipment and available materials whenever possible. Cost effectiveness, in fact, will be a part of the training workshop.

IV. Detailed Work Plan:

A. Selection of Occupations for Training: The initial portion of the workshop will deal with how to identify occupations for which training is required. Occupation specific training programs depend on knowing exactly what are the requirements of the jobs to be filled. The training program curriculum is developed especially to meet these requirements.

Several procedures are available for identifying occupations where training is required. Estimates of the training needs for employers currently in the labor market can be obtained directly from existing establishments. The training needs of new establishments can be obtained through planning agencies or development banks. Determining the training needs for persons entering self-employment is yet another procedure. The Demonstration/Training Workshop will, therefore, begin with a training program on how to select the specific occupations or occupational groups for which training will be provided.

B. Occupational Analysis: Occupation specific training is dependent on studying the exact requirements of the job for which people will be trained. Occupational analysis is the methodology by which jobs are studied. Training curricula are then developed on the basis of these specific job studies.

The second portion of the Demonstration/Training Workshop will therefore be training in Occupational analysis.

52

C. Selection of Candidates for Training: The candidates for the occupation specific training activities to be covered by the workshop will be persons who are currently employed or persons seeking employment. They will vary greatly in their age, educational background, work experience, skill levels and their occupational interests. For training to be successful, it will be necessary to know the characteristics, motivation and abilities of the persons to be trained. The curricula to be developed are dependent on raising skills from their current level to a level necessary to meet the specific occupational requirements of the job to be filled. Interests and aptitudes, to the extent they can be measured, are also important contributors to how well trainees can be expected to perform in a training program.

The importance of a homogeneous group of trainees will vary with the instructional techniques that are to be used. To the extent that individually paced, competency oriented training programs are developed, homogeneity among trainees is of less importance. Candidate selection will always be important, however, to:

- a) measure and identify existing skill levels to determine the level at which training begins,
- b) measure interest and aptitude levels,
- c) identify special learning problems and the need for supplemental or remedial programs,
- d) identify non-training related problems that may affect performance on the job (e.g., family problems, transportation difficulties, need for working permits).

The third component in the Demonstration/Training Workshop is introducing techniques for selecting candidates for entering training programs. This will include candidate selection forms, interview techniques, occupation specific aptitude and interest test, and the formation of training groups.

D. Curricula Development: A specific curriculum will be developed for each specific job and the needs of each group of trainees. Such highly individualized training programs will permit lower training costs and more rapid training programs since only the minimum skills necessary to achieve an acceptable level of performance on a specific job will be taught.

Training curricula will be modularized to permit greater flexibility in entering, re-entering, progressing through and leaving training programs. Modularization will also permit the continual regrouping of modular task components to form job specific training programs. Finally, modular related proficiency tests will certify competence levels of those entering and leaving training programs.

To the extent they are cost effective, individualized instructional techniques will be introduced which permit trainees to learn at their own pace or to repeat training experiences without holding up the entire group. These techniques include programmed instruction and audio-visual teaching aids which trainees may have access to with a minimal amount of the instructor's time.

Finally, the techniques for curricula development will be based on situations which most closely approximate the working environment. Where

54

possible, training will take place in the actual workshop. When training centers are used, care will be taken to create an environment similar to the workplace. Extreme care will be taken to maintain training costs as low as possible by simplifying both the equipment and materials required to implement training programs.

Curricula Development is the fourth component in the Demonstration/Training Workshop.

E. On-the-job Monitoring of Training Graduates: Experience has shown that many graduates of training programs never enter the occupation for which they have been trained. It is also known that many recent trainees will leave their jobs shortly after having been hired. This is due either to their failure to adapt to conditions in the workplace or to the employer's dissatisfaction with their performance. A successful training program, therefore, should continue to monitor the activities of the trainee until he/she is fully integrated into the new working environment.

Techniques for monitoring the post-training activities of trainees is the fifth component of the Demonstration/Training Workshop.

F. Follow-up and Tracer Studies on Trainees: The constant improvement in training activities is possible through the effective evaluation of training programs. These evaluations involve interviewing trainees and their employers subsequent to training and measuring their performance in the workplace. The information obtained from the evaluation is compared to the techniques used for training workers so as to:

- 1) identify the most cost effective training alternatives
- 2) improve training programs by adding or modifying important components
- 3) eliminate unnecessary activities or wasteful practices which have not resulted in improved performance on the job.

The sixth component of the Demonstration/Training Workshop will be techniques for evaluation and follow-up studies.

G. Project Planning and Management: The use of modern management concepts and techniques is critical to the success of any training program. Selected areas of educational management will be studied and discussed, making adjustments of course for cross cultural differences. Where appropriate, case studies and demonstrations will be used to train instructional developers in the following areas:

- 1) basic principles of educational management
- 2) project design and implementation
- 3) estimation of time, personnel and material needs and costs
- 4) selected management techniques: Management by Objective (MBO), GANTT charts, PERT charts, critical path method
- 5) financial management and budget control
- 6) human relations
- 7) organizational change considerations.

The project planning and management component will be the seventh and final activity in the Demonstration/Training Workshop.

V. Demonstration/Training Workshop Participants

The Demonstration/Training Workshop should train instructors and

21/11

training specialists, currently working with the Vocational Training Corporation, in the seven component areas described above. In addition, some personnel from vocational schools and from institutions which prepare vocational school instructors will be invited. There should be a total of twenty to twenty-five trained vocational school and training instructors who participate in the workshop. They will participate in both classroom and practical experiences to develop their expertise in the technical areas which have been outlined. At the end of the Demonstration/Training Workshop, the participants should be prepared to develop, implement and evaluate similar training activities with only minimal guidance.

To insure that the techniques which are presented in the Demonstration/Training Workshop are applicable to Jordanian conditions, two or more groups of trainees will be put through actual training programs. Organizers of the Workshop together with the participants will develop, carry out and evaluate these programs. The occupations selected for the training programs will permit a demonstration that women can be trained along side men in job areas which are not commonly open to women.

Training will be provided in English or appropriate translation facilities will be available to translate from English.

VI. Demonstration/Training Workshop Proposals

Proposals for providing the services for implementing the Demonstration/Training Workshop should include:

1. Budget for personnel costs for workshop implementation including salary costs, number of days in Jordan and number

of roundtrips required.

2. Budget for providing materials for workshop implementation including alternative occupational areas in which programs could be developed.
3. Time required for implementing workshop activities.
4. Other costs incidental to workshop development and implementation.

Proposals should be sent to:

Director
Office of Labor Affairs
Bureau for Private and Development
Cooperation
Room 103, SA-8
Agency for International Development
U.S. Department of State
Washington, D. C. 20523